


Plattsburg Public School
Learning from Home

Year 4
Group 2
LITERACY





Monday



Spelling List

The words in this list represent words that have an akw sound at the start of the word or partway through. This sound is represented with the letters **acqu**.

Rule #1: The order of **acqu** within a word never changes, no matter if it is at the start or in the middle of a word.

Rule #2: The sound **acqu** is always followed by **another vowel**.

Acquire

Acquaint

Acquiesce

Lacquer

Racquet

Practise Your Words!



Look



Say



Cover



Write



Check

Words	Monday	Tuesday	Wednesday	Thursday	Friday

Spelling Selection

Practise your spelling words by selecting two spelling activities to do each day.



Monday

1 Upper and Lower

Write each of your words out two times. Write in uppercase the first time and lowercase the second time.

2 Curly Words

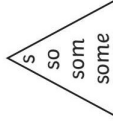
Write out your words in your neatest handwriting. Then, write them again in curly letters.

3 Rainbow Words

Write out your words with a pencil. Next, draw around each letter five more times using different coloured pencils.

4 Pyramid Writing

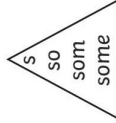
Write each of your words inside a pyramid.



Tuesday

1 Pyramid Writing

Write each of your words inside a pyramid.



2 Fancy Letters

Write each of your words in fancy writing. Your letters could be curly, dotty, or whatever you decide!

3 Join the Dots

Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.

4 Curly Words

Write out your words in your neatest handwriting. Then, write them again in curly letters.



Wednesday

1 Upper and Lower

Write each of your words out two times. Write in uppercase the first time and lowercase the second time.

2 Rainbow Words

Write out your words with a pencil. Next, draw around each letter five more times using different coloured pencils.

3 Fancy Letters

Write each of your words in fancy writing. Your letters could be curly, dotty, or whatever you decide!

4 Join the Dots

Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.



Thursday

1 Air Writing

Write each of your words in the air with your finger. Ask someone to read your words as you write.

2 Blue Vowels

Write out each of your words. Then, go over the vowels in each word using a blue pencil.

3 Spelling Flowers

Draw a big flower. Write one of your spelling words on each petal.

4 Backwards Words

Write each of your words out forwards. Then, write them all backwards.



Friday

1 Blue Vowels

Write out each of your words. Then, go over the vowels in each word using a blue pencil.

2 Tell a Story

Use all of your words to tell a short story. Underline each spelling word with a ruler and pencil.

3 Across and Down

Write your words across and down, sharing the same first letter.

when
h
e
n

4 ABC Order

Write your words in alphabetical order.



Minute 26



Name: Date:

Use a subject pronoun from the box to replace the underlined words in each sentence. Write the pronoun on the line. (Some pronouns will be used more than once.)

(Hint: A **subject pronoun** takes the place of one or more nouns in the subject part of a sentence.)

you he she it we they

1. My family and I will have a fantastic time on the camping trip.
2. My parents packed tents and sleeping bags into the van.
3. My father is looking forward to catching fish.
4. My mother brought pans and seasoning for cooking the fish.
5. My brother and I are putting up the tents.
6. Shelby and Marisa helped my mother clean the fish my dad caught.
7. My piece of fish was really tasty and fresh.
8. On Saturday my family went hiking in the forest.
9. Frank almost slipped off of a rock.
10. I know that my friends will enjoy a message about the trip.

My score: 10 My time: minutes seconds

Pronouns

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box, underline all of the nouns and draw a box around the **possessive pronouns**.

hers	anxiously	Hassan	singing
stage	Ash	it	they
yours	them	classroom	mine

For each sentence, underline the noun and circle the pronoun that it has been replaced with.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked it back on my head.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.



Choose a colour for each character in this extract. Colour in the nouns and pronouns to show which person they are referring to.

I saw Miss Underbridge give the thumbs up to Mr Rivers, who stood beside the sound system. He gave me a warm smile and suddenly, I just knew that I was going to let him down. The opening music started. The Merry Men leapt onto the stage and started to jig about. Janelle bounced from side to side with a huge grin on her face. At least she was enjoying herself.

Match the Clause


The sentences below all contain a main clause and a relative clause. A relative clause comes after the noun to which they add more information. They usually start with a relative pronoun (e.g. which, who, whose, when, where).

The sentences below have been mixed up! Please match the main clause to the relative clause that suits it best. For example:

My favourite food is pizza,	which originates from Italy.		This makes sense
My favourite food is pizza,	which is made from snow.		This doesn't make sense

Main Clauses
I go swimming at 7am,
Robert is a very hardworking boy,
I can't eat the sandwich because it has peanut butter inside it,
My sister looks like my mum,
We moved house in 2014,
Jaguars live in the rainforest,
The Egyptians were great architects,
I have to play inside the house,
The flying boy is called Peter Pan,

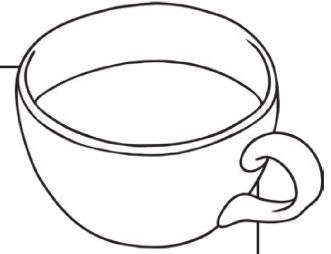
Relative Clauses
whose hair curls in the same way.
which I am allergic to.
when I was 8 years old.
who always does his homework.
when the weather is terrible outside.
who built many pyramids.
where it is hot and humid.
which means I don't have breakfast until 8.30 am.
whose home is in Neverland.



Tuesday

Using Personal Pronouns

I or Me



1. Give that back to _____ !
2. _____ don't like going out in cold weather.
3. Don't wait for _____ , I'm going to be a long time.
4. Jade and _____ are going to go swimming today.
5. _____ need to buy some shopping for my mum.
6. _____ need to finish my tea first before dessert.
7. That was the day my sister and _____ went to Paris.
8. If you buy _____ some sweets I will be very happy.
9. _____ am going to visit the zoo with my little brother.
10. _____ love going to my art lessons!
11. My dad says he's going to take _____ to the seaside.
12. I don't think that girl likes _____ very much.
13. Sam told _____ that you have a new puppy.
14. _____ am getting very angry!
15. _____ am baking a cake later on.



Two Become One

Emma likes to write songs and has written some sentences for her new song. However, she thinks the sentences are too short for the music and would like to combine them to make longer, complex sentences. Help her to make two sentences become one by changing the pronoun in the second sentence into a **relative pronoun** and joining the two together (remember to add a comma before the relative pronoun). For example:



Mrs Smith was my teacher. She taught me in Year 2.
Mrs Smith was my teacher, who taught me in Year 2.

Use these relative pronouns to help you:

who	which	when	where	whose
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1. I like to eat pizza. It's my favourite food.

2. My alarm broke this morning. This meant I was late for school.

3. My best friends are Mel and Victoria. They walk with me to school.

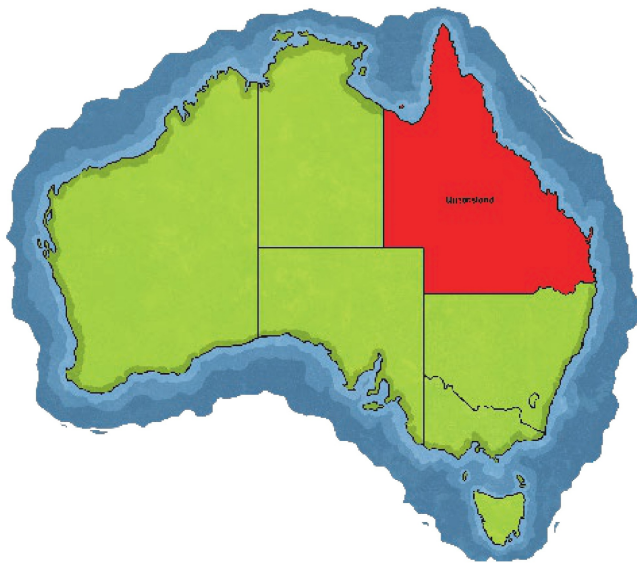
4. I started school in reception class. I was four years old.

5. I have a friend called Geri. Her house is next door to mine.

6. I eat in the hall. It's always very noisy.

7. My principal is Mr Johnson. He has a friendly smile.

The Daintree Rainforest



The Daintree rainforest is a tropical forest on the north east coast of Queensland, Australia. It is the largest tropical rainforest in Australia and measures 1200 square kilometres. The Daintree rainforest is where the largest number of different animals and plants grow in the world.

Wildlife

Some of the world's most strange animals live in the Daintree rainforest. Some of these are the tree kangaroo, Boyd's forest dragons and the southern cassowary. Tree kangaroos have adapted to spend their lives in the trees of the Daintree rainforest. Tree kangaroos are active for short amounts of time both in the day or at night. After too much activity, they like to



have a nap! Boyd's forest dragons are active during the day. They are sit-and-wait predators, meaning they catch prey that they spy from their perches. Boyd's rainforest dragons eat mainly invertebrates, including earthworms. Small fruits and vertebrates are also sometimes eaten. The southern cassowary eats fallen fruits, many of which are poisonous to humans. The bottom claw on each foot is very long and sharp. The birds will strike out with these to defend themselves.

Layers of the Daintree Rainforest

The canopy layer is where most of the insects and animals of the entire forest live. The canopy provides protection from predators and lets them be closer to the warmth of the sunlight. The understory of the rainforest is dark and cool because hardly any sunlight reaches this layer. Plants and animals which require little sunlight and a damp environment to survive live here. Wildlife such as ferns, palm trees, birds, geckos and lizards can be found in the understory. The shrub layer has shrubs, bushes and other small trees. The shrub layer is the greenest layer of the rainforest. The herb layer is under the shrub layer and plants which grow here include ferns, grass and soft moss.



Indigenous Australians and the Daintree Rainforest

The land that the Daintree rainforest occupies belongs to the eastern Kuku Yalanji Aboriginal tribe. Lots of different plants and animals provide food for the eastern Kuku Yalanji people. They use their knowledge of the weather cycle to hunt and gather food throughout the year.



The Daintree Rainforest Questions

1. Where is the Daintree rainforest located?

2. How big is the Daintree rainforest?

3. List three animals found in the Daintree rainforest.

4. What does the southern cassowary eat?

5. Describe the way in which the Boyd's forest dragon hunts.

6. Match the words to their meaning.

adapted
gecko
1200 km sq
Kuku Yalanji

the traditional owners of the forest
how the tree kangaroos came to live in the trees
an animal found in the understorey
the size of the Daintree rainforest

7. What knowledge did the Kuku Yalanji people use to hunt their food?

8. Using information from the text, draw a diagram of the layers of the Daintree rainforest.



Wednesday

Minute 27

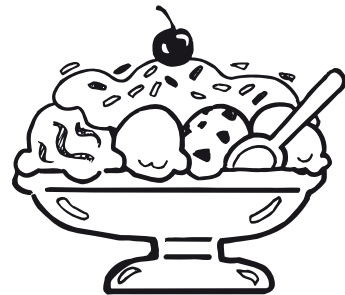


Name: Date:

For Questions 1–5, circle the correct object pronoun to complete each sentence.

(Hint: An **object pronoun** takes the place of one or more nouns in the action part of a sentence.)

1. We enjoy making ice-cream sundaes and eating (it, them).
2. He sits near (I, me) in class.
3. She goes with (we, us) to the movies a lot.
4. Nancy liked (she, her) very much.
5. I know (he, him) and his sister very well.



For Questions 6–10, write an object pronoun to complete each sentence.

6. Mark liked that watch and asked me to buy for his birthday.
7. I often go with both of to the city to shop and do errands.
8. The puppy at the pet store had a white spot on
9. Please make sure to give Robbie a hug when you see
10. The water was so cool and refreshing as I drank

My score:

10

My time:

.....
minutes

.....
seconds

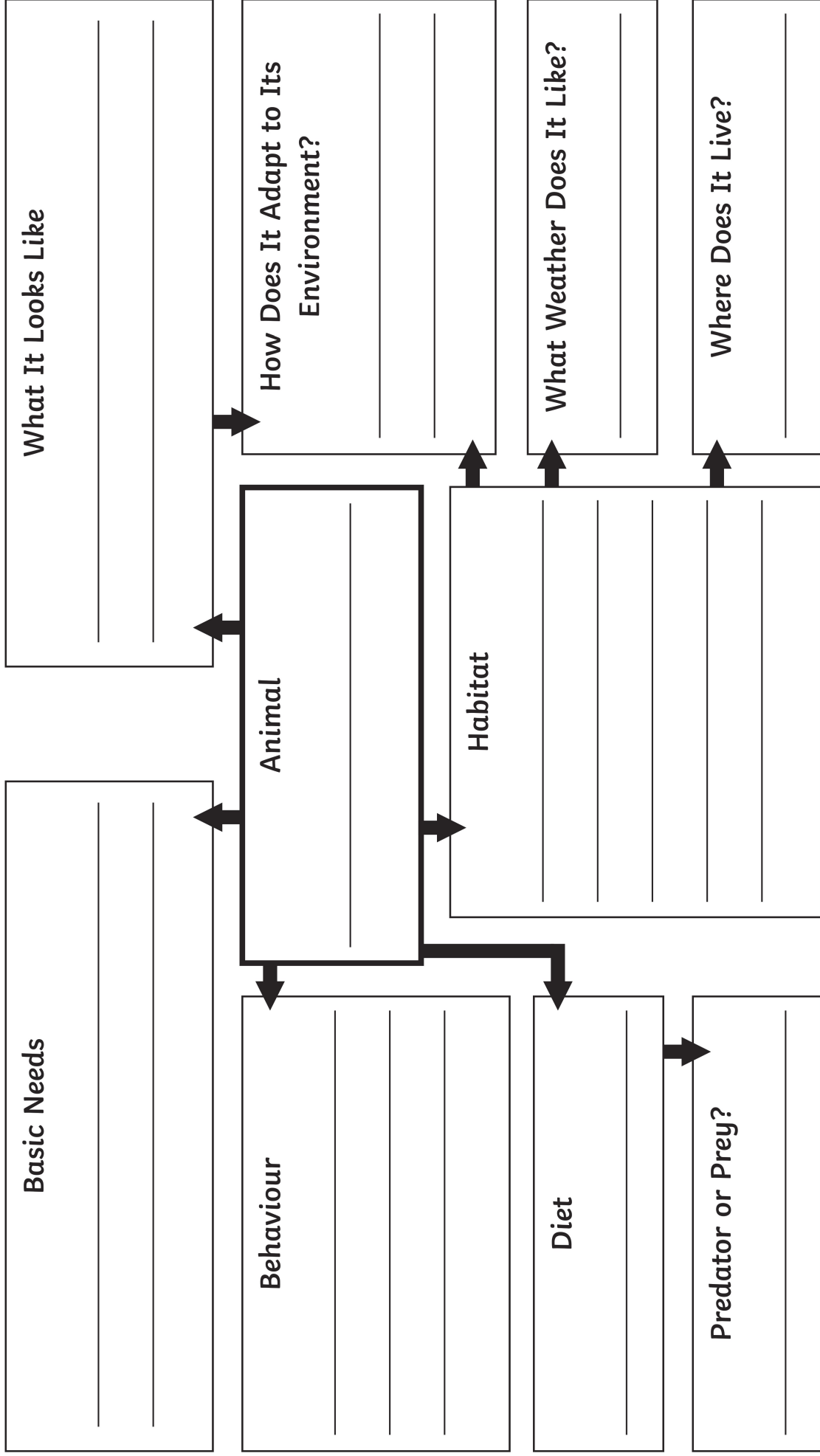
Using Personal Pronouns- They or Them

Fill in the gaps using 'they' or 'them':

- 1 I don't really know _____ that well.
- 2 _____ are always dressed in pink.
- 3 I invited _____ to my birthday party.
- 4 What kind of house are _____ looking for?
- 5 My children are bored so I'm taking _____ to see a film.
- 6 I've just been ice skating with _____.
- 7 What do _____ want for tea?
- 8 I'm taking _____ to the beach tomorrow.
- 9 _____ are always playing their guitars.
- 10 Why do we have to go with _____?
- 11 Shall we invite _____ to the Christmas party?
- 12 They are always frowning, I don't like _____.
- 13 Should we tell _____ or not?
- 14 _____ both like horse riding.
- 15 My sister does ballet lessons with _____.



Animal Research Writing



What It Looks Like

How Does It Adapt to Its Environment?

What Weather Does It Like?

Where Does It Live?

Basic Needs

Behaviour

Diet

Predator or Prey?

Animal

Habitat



Spelling List Findaword

P	L	A	B	Q	F	Q	W	V	M
Q	H	Q	C	P	B	M	A	D	S
T	M	D	X	Q	N	V	C	G	P
N	U	T	T	N	U	I	Q	L	J
A	K	N	E	P	T	A	U	U	H
A	C	Q	U	I	R	E	I	T	U
R	E	U	Q	C	A	L	E	N	K
W	F	I	C	J	I	Y	S	V	T
H	O	U	A	O	U	J	C	N	C
Z	X	E	R	D	C	T	E	V	S

Acquaint

Acquiesce

Acquire

Lacquer

Racquet



Thursday

Using Personal Pronouns- We or Us

Fill in the gaps using 'we' or 'us':

- 1 _____ are going to go bowling after school.
- 2 She doesn't like _____ anymore.
- 3 Will _____ still be able to go?
- 4 _____ are going to have to run for this bus.
- 5 This film really scared _____.
- 6 Have you heard _____ sing together before?
- 7 _____ are both interested in geography.
- 8 _____ both like to have strawberry ice cream after tea.
- 9 He is going to wait for _____.
- 10 Why is it always _____ that have to do P.E in the rain?
- 11 What shall _____ do later on?
- 12 _____ are always arguing with each other.
- 13 I think she's trying to tell _____.
- 14 _____ girls are always chatting.
- 15 _____ love drawing and painting.



Add a Relative Clause

Relative clauses usually add more information about a noun in a sentence. They help make your work more interesting for the reader. Below is a list of simple sentences with a relative pronoun at the end. Please rewrite each sentence again and add a sensible relative clause. Remember to add a comma before the relative pronoun. For example:

I can't swim. **which**

I can't swim, **which means that I don't like going near water.**

1. Spain is a very hot country. **where**

2. J. K. Rowling is a famous author. **who**

3. Hamid is having a party next year. **when**

4. The girl in the dress is Cinderella. **whose**

5. A cat has sharp claws. **which**

6. Sarah looks just like her mum. **whose**

7. Usain Bolt is a sprinter. **who**

8. Children don't always go to school. **where**

9. People like to watch fireworks. **when**

10. A bike has brakes. **which**

ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she died when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia. A few weeks later, he also died.



His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

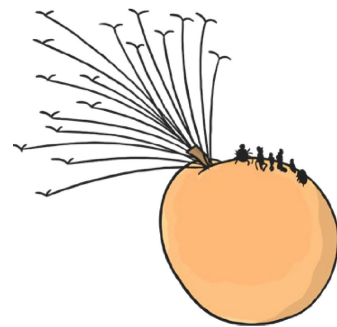
Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.



At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company and this experience later inspired the book 'Charlie and the Chocolate Factory'.

Over the next few years, Roald Dahl worked in Africa for an oil company and then enlisted in the Royal Air Force during the Second World War.

In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa, and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but,





after a while, he began suffering terrible headaches from his accident. This meant he had to leave because he could not fly planes anymore.

In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested that Roald should write about his experiences flying planes in the desert. Roald started writing articles for newspapers.

He met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children; Olivia, Tessa, Theo, Ophelia and Lucy. However, Olivia tragically died at the age of 7 from an illness.

Roald Dahl started telling his amazing stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was his first published children's book.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."



Questions About Roald Dahl

1. In which country was Roald Dahl born? Tick one.

- Scotland
- Norway
- England
- Wales

2. Join the boxes to show the year in which these events took place.

Roald Dahl was born.

1940

Roald Dahl's sister, Astri died.

1916

Roald was posted to Libya.

1920

3. Roald's mother told stories about **mythical Norwegian characters**. Explain what is meant by the word **mythical**.

4. Which sport was Roald very good at when he attended Repton Public School?

5. What was the name of the author who suggested that Roald should start writing articles about his flying experiences?

6. What impression do we get of St. Peters' School that Roald attended from the age of 9 years?

7. How do you think the boys at Repton Public School felt about being chocolate tasters for a famous chocolate company?

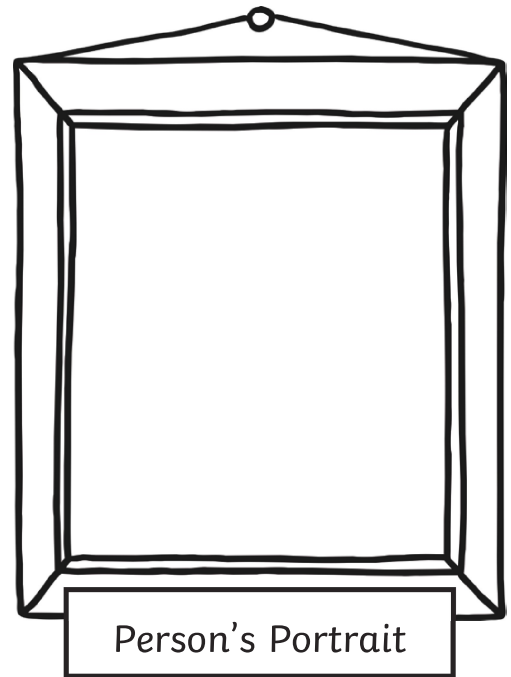
8. Suggest two reasons why do you think Roald Dahl started to write children stories?

Mini Biography: Fact File!

Person's Name: Choose your favourite actor, author, athlete or even a family member!

Lived from: _____ to _____
 year year/Present day

Most Known for:



Five Facts

1

2

3

4

5



Friday



Spelling List

Circle the word that is spelled correctly, and write it in the blank provided:

1. She held the book aloft, triumphant. All these years of trying to _____ (acquire/acquiere) this treasure... it was worth every second!
2. The tennis match grew more heated. The ball slammed into the _____ (racquet/racket) almost faster than the eye could see.
3. After watching the newest Star Wars movie, I felt the need to _____ (acquaint/acquante) myself with other science fiction movies.
4. We added another layer of _____ (laquer/lacquer) to the desk, to make it extra shiny.
5. "I am not inclined to _____ (acquiece/acquiesce) to your request," the lady huffed, snapping her fan shut angrily.

Using Personal Pronouns

Subject pronouns	I	you	he	she	we	they	it
Object pronouns	me	you	him	her	us	them	it

1. _____ are not coming to our party anymore.
2. Would _____ like some cheesecake for dessert?
3. I love my sister. _____ 's really kind to _____.
4. _____ need to put _____ back on the shelf.
5. _____ love going on holiday to Spain.
6. I'm going shopping, do _____ want to come with _____?
7. Jack saw _____ in the park. _____ were on the swings.
8. _____ 's broken. Can you take a look at _____?
9. _____ were happy that our train had finally arrived.
10. That's _____ over there! _____ did it!
11. I love that sofa! _____ 's not too expensive for us, is _____?
12. I showed _____ a photograph. _____ was suspicious.
13. _____ is a brilliant dancer. We're proud of _____.
14. Are _____ going to finish that painting?
15. I went to see my Aunt in hospital. _____ 's recovering well.

The Emu in the Sky



Use the following words to fill in the missing information. You have been given the beginning letter of each of the missing words.

below generations stars composed passing defined galaxy land
night hunting collecting Milky months constellation storytelling

If you go out into the n_____ and gaze up at the s_____ you can find the Emu in the Sky. The Emu in the Sky isn't a constellation in the traditional sense, as it is not really c_____ of stars. Instead, it is a part of the Milky Way and is made up of the dark shapes in the sky that are d_____ by light.

To find the emu, look towards the Southern Cross. The space between those stars, that make up our most famous c_____, is also the space where we can find the emu's head. From there, you can see its neck, body and legs stretching across our g_____ and taking shape between the swirling brightness of the M_____ Way.

The Emu in the Sky has featured in Indigenous Australian s_____ for thousands of years, passed down through g_____. Many different Dreaming stories speak of the emu too. According to Indigenous Australian legend and Dreaming Stories, emus are more than just birds. They are creator spirits, soaring through the skies above and looking down over the l_____ below.

In addition to Dreaming stories, the Emu in the Sky also served as a way for Indigenous Australians to mark the p_____ of time and to determine whether they should go out h_____ for emus or if they would be better off c_____ their eggs. Depending on the time of year, the Emu in the Sky will appear differently. For some m_____ of the year, the emu seems to be running, at other times it is seen as sitting and then there are the times when it becomes almost unrecognisable as the emu shape dips b_____ the horizon and out of sight.

Message in a Bottle

Today you are going to write a narrative or story. The idea for your story is 'Message in a Bottle'.

Your story could be about a person who writes a message in a bottle or a person who finds one.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.



